

# Having as a base the methodological principles of F.L.T, describe the application of these principles to the selection and use of materials

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## Abstract

Having as a base the methodological principles of Foreign Language Teaching describe the application of these principles to the selection and use of materials. As a resume we can say that the present essay aims to explain how we could deal with a teaching situation in which we are going to put into practice different methodologies to teach the Foreign Language. I will try to describe the application of these principles and the materials we are going to use in a fifth level group.

**Keywords:** primary education, fifth leve, methodology, foreign language, English

**Título:** Teniendo como base los principios metodologicos de la enseñanza de la lengua extranjera, describe la aplicacion de esos principios y los materiales usados.

## Resumen

Tomando como base los principios metodologicos de la enseñanza de la lengua extranjera, describe la aplicacion de esos principios y los materiales que se usarian para su puesta en practica. A modo de resumen, podemos decir que el siguiente ensayo pretende explicar como desarrollariamos la siguiente situacion educativa en la que tenemos que poner en practica los diferentes metodos de enseñanza de la lengua Inglesa y los materiales para llevar a cabo dicha metodologia. Todo ello para el quinto nivel de Educacion Primaria

**Palabras clave:** metodlogia, lengua extranjera, materiales, quinto, educacion primaria.

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tion in Castilla- La Mancha. Decree 66/2013, attends to diversity in the classroom. Among the fourteen General State Objectives, we will pay particular attention to Objective "F" that aims to acquire communication in at least one foreign language. The Evaluation Order 05/08/2014 will be very present while evaluating the students, Decree 3/2008, that deals with cohabitation in Castilla - La Mancha's schools and finally the Order 02/07/2012, that sets the organization and functioning in our region's schools.

Along this essay I will describe my METHODOLOGY, which is based on the methods from the 70's on. In 1970 there was a turning point in the methodology to teach a foreign language, this, was due to the work of Hymes and the concept of Communicative Competence and the humanistic concept in pedagogy.

Methods and approaches such as Suggestopedia, that we will use to make our students feel confident and being able to succeed. Community Language, Natural Approach, Total Physical Response, developed by J. Asher. This turning point also influenced the role of the teacher, now we will work from a guide perspective and providing the student with knowledge, as an example of the Silent Way, developed by Gategno.

First of all I will do an INITIAL EVALUATION to get to know the students. I will count with the help of the teachers from previous years and with some parent's advice as an example of coordination. Initial Evaluation will be developed though an activity in which the students have different blocks of wood with words written on them. They must make grammatically correct sentences. Taking into account that we are working with a fifth level group of Primary Education, the students have already acquired some vocabulary and they know about sentence structure.

With the results that the Initial Evaluation provides, I will address the curricular elements to take into account.

As I said before, the ECD 65/2015 establishes the KEY COMPETENCES, we will foster the development of the ones that concern us the most, such as learn to learn competence, linguistic competence, and of course communicative

competence. We cannot forget about social and civil competence to create a nice atmosphere in the classroom and promote some education in values, and considering that we live surrounded by technology, we should also foster the digital competence.

In my methodology I will include the OBJECTIVES established according to the result of the Initial Evaluation and the classroom's level; for example, to do a writing following a model with some guidelines, or to understand foreign language messages related to familiar topics to the students.

As I have already mentioned, the **Communicative Approach** will promote communication in the classroom, to do so, we will develop some conversational activities.

The objectives are related to the CONTENTS of the level and unit, for example, the appropriate use of grammatical structures such as present continuos, prepositions and the unit's vocabulary, including recycled vocabulary from previous units; and of course, the development of the skills through activities in which the students practice speaking, listening, writing and reading.

I will move on now to the description of the ACTIVITY I have designed in which we find some of the previously named methodologies reflected. It is divided in stages.

Firstly, and inspired on C. Curran and his **Community Language Learning** approach, we will make a circle, the students will comment a short movie we have seen in a previous session. They are able to speak in their mother tongue and I, as the teacher, will help them with the translation into the foreign language. They are able to express themselves, their opinion and emotions about the film.

In the meantime, we are recording the activity and we will later discuss it.

Checking possible mistakes and looking for perfection or the best way to communicate in an informal context. It is important to say that the students count with a paper sheet with some sentence samples to help communication, such as introductions or argumentative or contrast examples.

I need to remark the role of the teacher in this phase, because we create a link between the students and us through communication.

In the next stage, and inspired on **Gategno** and his Silent Way, our role is completely different. We will guide the students and barely interact with them. To do so, I will provide a tape with the record from the previous activity, with the help of the paper sheet with the most important elements they were supposed to use, they have to spot possible mistakes and correct them, for example, if they do not use appropriate sentences for an informal context or do not express their opinion using "I think..." This way, we are also putting into practice learn to learn competence.

Each student is responsible of their own learning and apart from that must "correct" a friend. They are using co-evaluation, this will help them to appreciate the other's effort and learn from themselves, moreover, they are not that self-centered and we foster socialization.

We will later comment the experience and compare how we achieve a certain level and try to look for similarities between our mother tongue and the second language, so we put into practice the **Natural Way**, from T. Terrence.

As a Communicative Approach, the students can take the record home and show it to their families. It is very important to feel motivated and supported by the people around the students.

I would like to mention now the ATTENTION TO DIVERSITY in the classroom, I have elaborated reinforcement and amplification activities, but now I will explain just the reinforcement version of the recently explained activity.

What we would do is pay more attention to the students who cannot easily follow the rhythm and have difficulties to communicate in the target language freely. To deal with it, I have prepared a paper sheet with vocabulary and the steps to start and follow a conversation, with sentences and so on, so the students can participate, apart from that they all count with my help and the other students.

We are using the ICT's, something that the students find very appealing. Our materials must be diverse and should catch the student's attention, such as new technologies do.

As EVALUATION we will develop an online activity. Once we have corrected our students, they have to learn the correct sentences and grammatical structure because we will put the knowledge into practice. We are going to contact via

Skype an school from the U.K, to do so, we will use Entwining, the purpose is that the students communicate as much as possible and the best the can. The criteria we will follow to develop evaluation be exposed to the students due to fact that they will carry it out. I will also take part in this process comparing the first video and the improvements while putting it into practice in a real situation. The students should speak clearly and use the provided vocabulary and of course interact among them. Good manners and cultural aspects will be also cared, eve though we work in an informal context.

As a resume we can say that this activity is structured in three phases, first we comment os talk about something, then we correct it the mistakes and increase the student's knowledge and finally we take it to a real context with native speakers.

This activity will be self and co- evaluated according to LOMCE 8/2013. The students are responsible of their own learning and as well as the way they use it and evaluate it.

Lastly and as a CONCLUSION, I can say that there is not a methodology that can be applied to all the students and guarantee success. The pupils are diverse, so their rhythm and needs, so the methodology should be, basically, open and flexible.

Communicative Approach is the one that it is being used recently but in my opinion our methodology should be made of different aspects from diverse approaches and methods. This way is easy to cover the student's needs.

I would like to point out again the importance of coordination with the families, children and the teachers, and of course with the foreign school to carry out this activity.

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